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# 2007 Annual Governance Report on Faculty Activities

University of Northern Iowa

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# University of Northern Iowa

## 2007 Annual Governance Report on Faculty Activities

### Overview

The University of Northern Iowa (UNI) participates with the Board of Regents staff and the other two Regent institutions to produce the Annual Report that best represents faculty activities in the Regent institutions within designated areas of responsibility. This *2007 Report on Faculty Activities* is based on elements identified through that ongoing collaboration and according to the guidelines and reporting requirements.

### 1. What do faculty do?

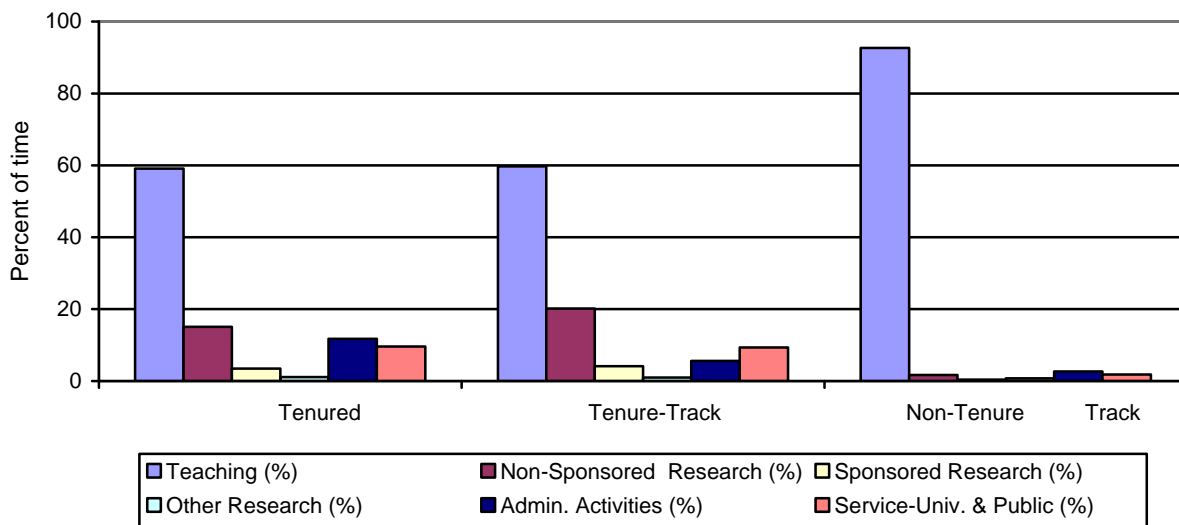
The primary mission of the University of Northern Iowa is teaching supported by research/scholarship and service. The "standard portfolio" for tenured and tenure-track faculty, including instructional duties, scholarly activities, and services provides a balance that achieves this mission.

Faculty activities examine the percentage of time associated with teaching, research and other sponsored activities, administrative duties and other University public and professional services. The following table presents an analysis of UNI faculty allocation of time by faculty status among such activities. Full-time faculty at UNI spends more than 68% of their time in instructional related activities. On average full-time faculty also spend 16% of their time for research related activities. Administrative and other professional service amounts to an additional 16%.

#### **Faculty Allocation of Time (%) by Status**

	Tenured	Tenure-Track	Non-Tenure Track	Total
Teaching (%)	59.1	59.8	92.6	68.2
Non-Sponsored Research (%)	15.1	20.2	1.7	12.4
Sponsored Research (%)	3.5	4.2	0.4	2.8
Other Research (%)	1.1	1.0	0.7	1.0
Admin. Activities (%)	11.7	5.6	2.7	8.3
Service-Univ. & Public (%)	9.6	9.4	1.8	7.5
Total - All Activities (%)	100	100	100	100

Survey administered fall semester 2006



As might be expected, tenured faculty, though spending most of their time in teaching activities, also make significant contributions to the University in scholarship and service roles as well as serving part-time in administrative functions. Probationary faculty devote proportionately more of their activity to teaching and scholarship and less to administrative functions. The goals in UNI's Strategic Plan include "providing intellectually challenging experiences for students", "maintaining a faculty distinguished by their creative and intellectually rigorous teaching and scholarship" and "focusing the involvement of the University in addressing critical local, state, national and global needs."

The faculty portfolio provides an ongoing history of each faculty member's assigned responsibilities and serves to illustrate how the individual faculty member fulfills the teacher/scholar model and contributes to the mission of the institution. Since faculty workload assignments are to some degree influenced by the academic discipline, each department specifically articulates its expectations for faculty in each of the three areas: teaching, research/scholarship and creative activity, and service. The faculty member's portfolio assignment is determined on an annual basis by consultation between the department head and the faculty member. The yearly performance evaluation process conducted at the departmental level provides the faculty member with written feedback that is consistent with her/his assignment and the established criteria for evaluation. Assigned responsibilities for the majority of faculty at UNI continue to be a balance of teaching, research/scholarship, and service. The standard load is to teach nine credit hours per semester and also to be actively engaged in research/scholarship and service.

## 2. How many hours per week do faculty work?

In a self-reported faculty survey administered Fall 2006 and Spring 2007 to a random sample of faculty members, the UNI faculty reported working an average of 54.8 hours per week. Tenured faculty work an average of 55.6 hours and the tenure-track faculty work at an average of 54.9 hours per week. Non-tenure track faculty who are on term appointments work at around 50.4 hours per week.

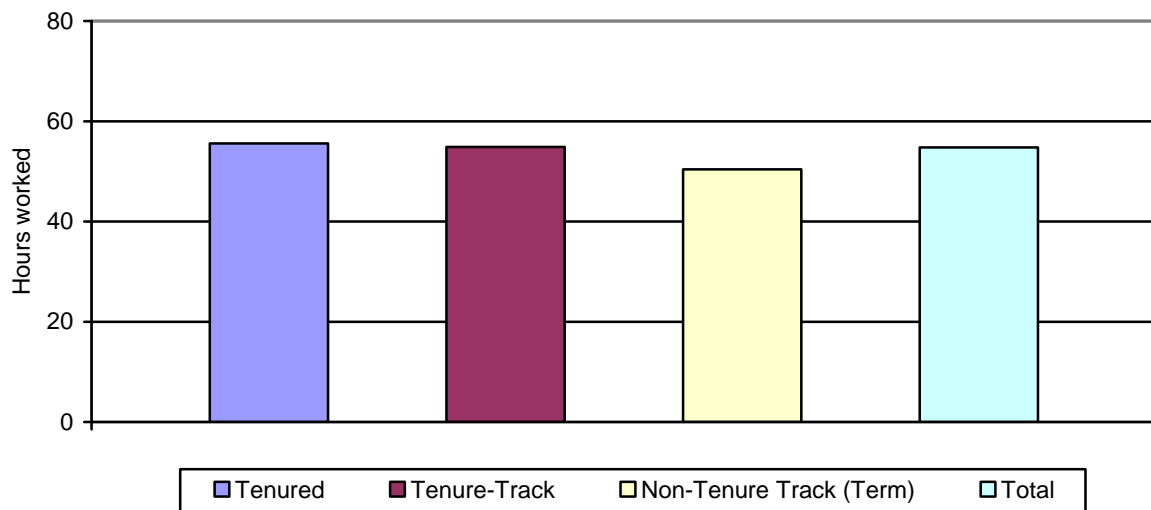
### Number of Hours Worked by Faculty

Faculty Status	Count	Average Hours Reported
Tenured	71	55.6
Tenure-Track	61	54.9
Non-Tenure Track (Term)	14	50.4
Total	146	54.8

Average No. of Hours Worked by Tenured and Tenure-Track Faculty 132 55.3

Survey administered fall and spring semesters

Total sample size was 241 and the average return rate was approximately 60.6%



This survey was conducted for five weeks in the fall semester and for five weeks in the spring semester. Twenty faculty (10 tenured and 10 tenure-track) were surveyed each of the 10 weeks for a total of 200 surveys. The surveys were colored-coded by week and were also coded to identify tenured or tenure-track faculty. Due to a small number of full-time non-tenure faculty, no samples were selected for this group. Instead, the entire population of non-tenure track faculty were surveyed. The survey results have a 5% margin of error with a confidence level of 95%.

### 3. Who is actually teaching the students?

#### **Full Time Equivalent Students (FTE) Taught by the Faculty Status**

	Undergraduate		Graduate		Total	
	FTE	%	FTE	%	FTE	%
Tenure	4,863	51.0%	655	66.9%	5,518	52.5%
Tenure-Track	1,744	18.3%	203	20.7%	1,947	18.5%
<i>T/TT Subtotal</i>	6,607	69.3%	858	87.7%	7,465	71.0%
Non-Tenure Track	2,815	29.5%	116	11.9%	2,931	27.9%
Graduate Assistants	114	1.2%	5	0.5%	119	1.1%
Total	9,536		979		10,515	

Data supplied by Office of the Registrar

Undergraduate FTE = 15 credit hours

Graduate FTE = 9 credit hours

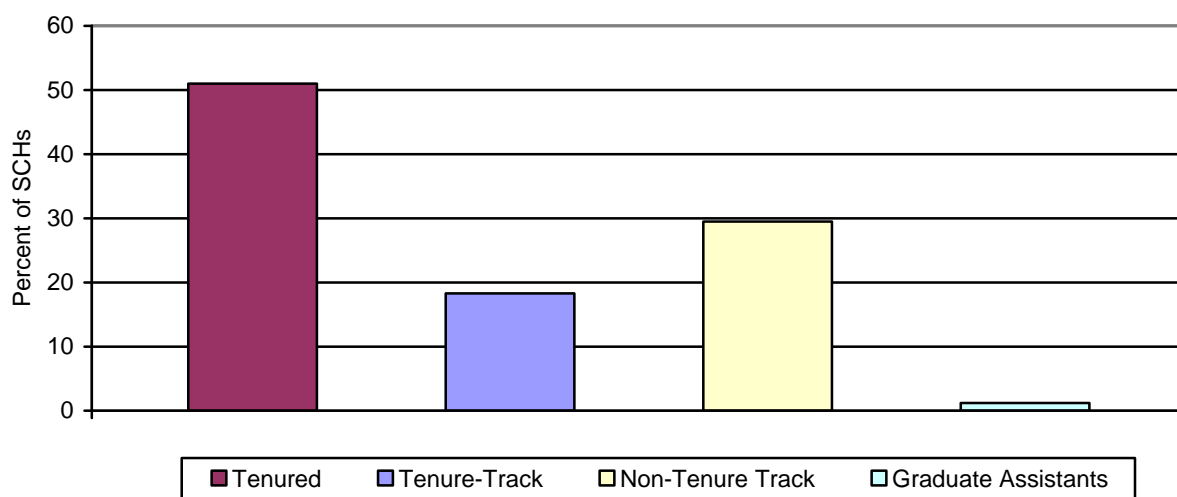
### 4. Are tenured faculty teaching the undergraduate students?

At UNI, 69.3% of the undergraduate student credit hours are taught by tenured and tenure-track faculty. About 1% of student credit hours are taught by graduate assistants.

#### **Undergraduate Student Credit Hours (SCH) Taught by Faculty Status**

	Undergraduate	
	SCH	%
Tenure	72,941	51.0%
Tenure-Track	26,154	18.3%
<i>T/TT Subtotal</i>	99,095	69.3%
Non-Tenure Track	42,228	29.5%
Graduate Assistants	1,714	1.2%
Total	143,037	

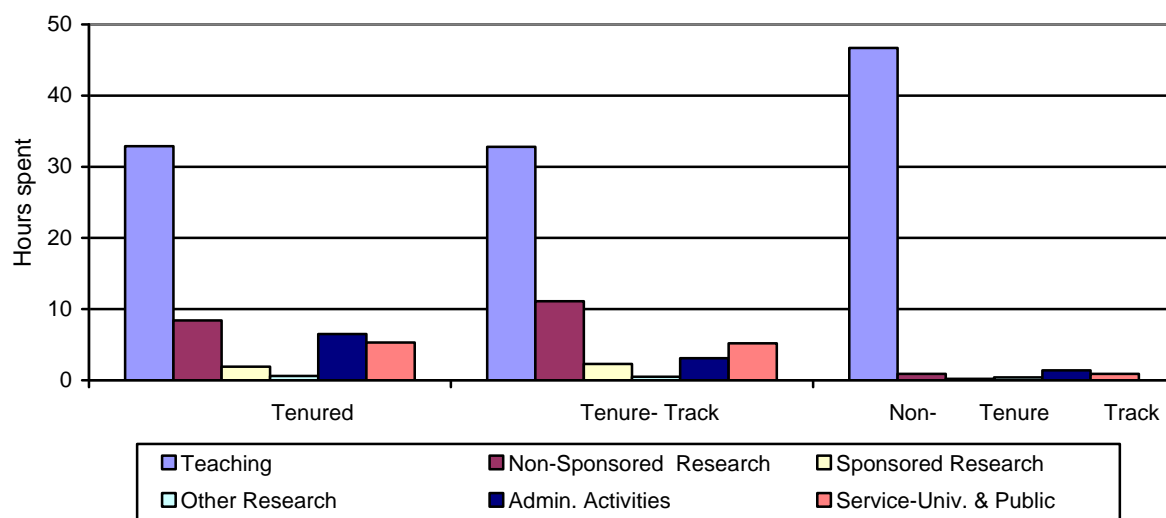
Data supplied by Office of the Registrar



**5. How much time do faculty spend on teaching students relative to doing research?**

**Total Hours Worked by Faculty Activity**

	Tenured	Tenure-Track	Non-Tenure Track	Total
Teaching	32.9	32.8	46.7	37.4
Non-Sponsored Research	8.4	11.1	0.9	6.8
Sponsored Research	1.9	2.3	0.2	1.5
Other Research	0.6	0.5	0.4	0.5
Admin. Activities	6.5	3.1	1.4	4.5
Service-Univ. & Public	5.3	5.2	0.9	4.1
Total - All Activities	55.6	54.9	50.5	54.8



Tenure and tenure-track faculty on average spend more than 32.8 hours in instructional activities directly impacting students. Using the common 40 hours work week model, this represents 82% of faculty time committed to instruction related activities. These activities include preparation of lectures, grading papers, individual instruction, undergraduate student research and curriculum development. Faculty also spend an average of 5 hours in administrative activities including the administration of academic departments, academic colleges, instructional programs and student advising. Faculty also spend about 12 hours per week on sponsored and non-sponsored research intended to enhance their teaching related activities. These include research projects funded by state, federal, private sources, including outreach and service activities.

## 6. Why do our universities engage in activities besides teaching?

Engagement by faculty in non-teaching activities including research, visual and performing arts, professional and community service, and economic development benefits student learning by bringing new knowledge and contemporary problem-solving experiences to the classroom. Such activities also help faculty to engage students more effectively in their major, in their future profession and in leadership development. Other instructional staff (i.e., non-tenured and non-probationary faculty) devote nearly all of their time to teaching duties.

University of Northern Iowa faculty engage in a broad range of service and outreach activities at the University, local, state, national and international levels; contributing their expertise to various government and non-governmental organizations and efforts. UNI faculty serve as officers for their professional organizations, provide leadership for state and local school and community improvement initiatives, and volunteer with international organizations. With an emphasis on experiential learning and internship experiences for students, faculty often include students in their University and community service activities.

The Office of Grants and Contracts Administration at the University maintains a database of research/grant activity. This data reflects the number and dollar value of externally funded

grants and contracts requested by and awarded for faculty and staff for sponsored projects. The data does not include federal financial aid, grants for facilities construction and renovation, and nongovernmental grants administered by the University of Northern Iowa Foundation.

During the fiscal year ending June 30, 2006, there were 225 sponsored project proposals submitted and 145 awards made to the University from federal government, state government, and private sources during the reporting period. Sponsored project awards total \$19,966,355 which include \$11,281,009 received from federal sources; \$4,969,649 from state sources; and \$3,715,697 from other sources. This is approximately a 19.54% decrease in total award dollars over last year.

## 7. How do we know our universities are doing a good job?

Peer studies allow universities to compare faculty workload data and other information with institutions of similar size, character and mission. Though comparisons across institutions should be made with caution, such comparisons may offer important insights which contribute to responsible program administration and overall strategic planning.

Comparative data obtained from seven peer institutions are presented in the following table. The University of Northern Iowa, with a composite student credit hour (SCH) per instructional full-time equivalent (IFTE) of 217, ranks near the bottom of peer institutions.

### **Peer Institution Instructional Workload Data**

	SCH per IFTE	FCH per IFTE
Central Michigan University	324.3	13.3
University of Minnesota, Duluth	299.6	14.4
Illinois State University	280.9	10.6
University of North Carolina, Greensboro	279.7	12.3
University of North Texas	275.6	11.5
Indiana State University	247.1	14.6
Northern Arizona University	223.2	12.2
<b>University of Northern Iowa</b>	<b>217.0</b>	<b>11.1</b>

For the tenth consecutive year, the University of Northern Iowa is ranked second in the "Midwestern Universities -- Master's" category for public universities, according to "U.S. News & World Report's" 2007 "America's Best Colleges" guidebook. The magazine's ranking criteria include peer assessment, academic reputation, retention, faculty resources, student selectivity, financial resources, graduation-rate performance, and alumni giving rate. UNI also ranked 18th on a combined list of public and private Midwest regional universities.

The Education Trust named UNI first among peer institutions nationally for overall high performance in graduation rates, and "Kiplinger's Personal Finance Magazine" has ranked UNI among the nation's "Top 100 Values in Public Colleges."



## Conclusions

Overall, this *2007 UNI Annual Governance Report on Faculty Activities* indicates the University continues to achieve its primary mission of teaching, while also effectively meeting, appropriate levels of accomplishment in the areas of research/scholarship and service. Faculty at the University continue to exemplify the teacher/scholar model and contribute to the accomplishment of the University's mission in accordance with its strategic plan. Faculty workload indicators such as teaching loads and hours of work per week support this conclusion. Additionally, this report reflects the University's continued utilization of the faculty portfolio model both as a management policy and as a performance evaluation tool. This strategy allows the University to more effectively organize, monitor, and report faculty activity. As the relatively high rate of faculty retirements continues over the next several years and new faculty continue to join the UNI community, we expect both the balance of faculty activities illustrated in this report and the methods of monitoring those activities to serve us well in maintaining and improving the educational experience for students.